DOCUMENT RESUME

ED 166 686 CS 004 701

TITLE	Reading Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," October through December 1978 (Vol. 39 Nos. 4 through 6).
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE	78
NOTE	18p.; Small print may be marginally legible
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Beginning Reading; Doctoral Theses; Elementary Education; Kindergarten Children; Miscue Analysis; Oral Reading; Pictorial Stimuli; Principals; *Reading Achievement; Reading Centers; *Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Programs; *Reading Research; Reading Skills

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with a variety of topics, including the following: relationships among attitudes, intelligence, and reading achievement; the purposes and processes of reading as described by elementary school children; evaluating volunteers in reading programs; the effects of parent training in communication skills on the reading attitudes of children; the elementary school principal as instructional leader of the reading program; wordless picture books; the effect of pictures on reading comprehension; automatic level word recognition training and reading achievement; the effect of a reading center on reading scores; the ability of kindergarten children in phoneme analysis tasks; comprehension models in reading; the relationships between art concepts and reading readiness and mathematics; the effect of printed materials on beginning reading; an analysis of oral reading miscues of first grade students; sex role stereotyping in reading skills materials; teacher knowledge of reading and student achievement; the effects of adjacent-to-text activities on the development of reading comprehension skills; and strategies for reading comprehension using the cloze procedure. (MAI)

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Compiled by the Staff of

The ERIC Clearinghouse on Reading and Communication Skills

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TWO INSTRUCTIONAL STRATEGIES FOR READING COMPREHENSION EMPLOYING THE CLOZE PROCEDURE

A STUDY OF THE CHANGES IN RELATIONSHIPS AMONG ATTITUDES, INTELLIGENCE, AND READING ACHIEVEMENT OF FIFTH- AND SIXTH-GRADE CHILDREN IN AN EXPERIMENTAL PROGRAM

Order No. 7818847

ADAMS, Peggy Fowler, Ph.D. The University of Alabama, 1977. 144pp.

The study investigated the relationships that existed between the pre- and posttest attitude scores and reading scores of selected fifth- and sixth-grade students, and the differences between relationships after the students had received three months of special reading instruction. The relationships were determined for the total group and for sub-groups based on sex, IQ, and reading achievement.

The population consisted of 124 fifth- and sixth-grade black children enrolled in an elementary school in the Birmingham Public School System, Birmingham, Alabama.

The "When Do I Smile?" attitude inventory, a group test, was used to measure the attitudes of the subjects at the beginning of an experimental reading program in which they received individualized reading instruction for a three-month period, and again at the end of the three-month reading treatment. IQ scores were obtained from school records. Pre-reading achievement scores were secured from school records, and were based on the reading section of the California Achievement Test, from the prior school year. The reading section of the California Achievement Test was administered again after the reading treatment.

The data were analyzed by two statistical techniques: Pearson Product-Moment correlations and paired t tests, using subject as its own control. Pearson product-moment correlations were computed to determine if relationships existed between the pre- and posttest reading and attitude scores for the total group, and for groups based on sex, IQ, and reading achievement. Paired t tests were calculated to determine if significant differences existed between the pre- and posttest attitude scores for groups based on reading achievement, and for the total group.

The following major findings resulted from the analyses of the comparisons:

1. Children seemed to have more positive attitudes on the pretest than on the posttest.
2. There were no statistically significant relationships between the pre- and posttest reading and attitude scores for the total group.
3. There were no statistically significant relationships between the pre- and posttest reading and attitude scores for groups based on sex.
4. There was evidence to support the existence of an inverse relationship between pre-reading achievement and attitude scores for the low IQ group.
5. There was no evidence to support the existence of a relationship between pre- and posttest reading and attitude scores for groups based on reading achievement.
6. Changes in children's attitudes seemed to be related to their reading achievement.

These findings seemed to have relevant implications for teacher education programs and for classroom teachers. It is necessary for teachers and potential teachers to become aware of how their attitudes and methodologies with regard to reading influence children's attitudes and performance in reading.

THE EFFECTS OF ACTIVE STUDENT-INITIATED RESPONSES ON LITERAL AND NON-LITERAL READING COMPREHENSION AND ATTITUDES TOWARD READING OF THIRD-GRADE STUDENTS

Order No. 7820698

AOKI, Elaine Mei, Ph.D. University of Washington, 1978. 173pp. Chairperson: Professor Sam L. Sebesta

Reading comprehension and attitudes towards reading have been an area of concern for teachers and reading researchers alike. Studies of student performance on reading comprehension tasks and teacher performances in the teaching of reading comprehension have set priorities for this research.

This study proposed to: 1) investigate practical alternative strategies for increasing literal and non-literal reading comprehension; 2) explore the dimension of student-initiation as a component of active responses; and 3) explore changes in attitude towards reading as reflected from the two methods of instruction.

A series of lessons on active student-initiated responses were developed for this study and were used by the investigator with the experimental students. The active student-initiated response lessons included instruction on questioning strategies, storytelling, story theater, role-playing, and culminating activities. Integral to the instruction was a time for student initiation of the newly acquired skills. During the four week treatment, which comprised the treatment portion of the study, the experimental group was exposed to the active student-initiated response strategies while the control group was exposed to identical reading selections followed by teacher-initiated discussion and questions. The instructional time was held constant while the instructional strategies were varied according to the planned treatment.

Both experimental and control groups were taught by the investigator with research assistants observing and assessing the two different teaching strategies.

Based on a matched pair posttest control group experimental design, three instruments were included for the posttest assessment of results: 1) a retell test of literal, non-literal, and error responses; 2) the Metropolitan Achievement Test Elementary Reading Form G; and 3) Campbell's Reading Attitude Inventory.

All the data were analyzed through a directional correlated t test and significance was sought at the .05 level.

Five students were selected from each group and matched according to high, middle, and low performances on the Metropolitan Achievement Test Form F scores and personality types of aggressive and shy as identified by the school personnel.

The purpose of these case studies was to: 1) discern sequential gains; and 2) analyze individual responses for quality of response types according to a categorization of inference types.

These five pairs of students were observed, interviewed, and administered intervening retell tests upon the completion of each unit. A modification of the time sampling design was utilized for gathering these data.

The findings indicate a trend favoring the alternative strategy of active student-initiated responses as compared with the teacher-initiated oral and written questions. The trend, however, does not reach statistical significance in the areas of literal and error responses, and general reading comprehension. Significant differences favoring the alternative strategy treatment were found in regard to non-literal responses and attitude towards reading.

Informal data provided by the case study centered more specifically on the questions of increasing non-literal responses. As a result of analyzing the literal and non-literal responses of both case study groups it appears students taught by the active student-initiated responses did better in the areas of: 1) producing a greater number of literal items; 2) fluency, the ability to produce a greater number of non-literal content words;

3) elaboration, the ability to produce a greater number of non-literal items reflecting literary types; and 4) elaborative ability to produce a greater diversity in non-literal items reflecting literary types.

Implications from this study, then, free the teacher to use an alternative strategy which affects reading comprehension both literally and non-literally. In addition, the alternative strategy may affect attitude by basing instruction in a philosophical framework that portrays learning as actively fun and self-initiated.

WHAT IS READING?: ELEMENTARY SCHOOL CHILDREN DESCRIBE THE PURPOSES AND PROCESSES OF READING
Order No. 7821811

BLISS, Mary Scanlon, Ed.D. Columbia University Teachers College, 1978. 175pp. Sponsor: Professor Anne McKillop

This exploratory and descriptive study examined children's understanding of the purposes and processes of reading as they receive instruction and progress through the grades by comparing the expression of their concepts at kindergarten, second, and sixth grades. In addition to investigating ideas about reading by grade, comparison was also made of responses of good and poor readers at each level, and of good and poor readers throughout the grades, so that characteristics common to these sub-groups might be identified.

Seventy-two children at three grade levels in New York public schools were interviewed. All were native speakers of English; half were identified as good readers and half as poor readers, based on reading achievement test scores. A child's status as a good or poor reader was unknown to the investigator during interviews and until responses had been analyzed.

A questionnaire was employed as the framework and major focus of the interview. It included eight direct questions about reading, such as, "Why do we read?" and "What does your teacher mean when he/she says someone is a 'good reader'?" Additionally, children were shown a series of eight cards, were asked if they could read them, and were then requested to do so, if possible. The cards included a pictograph; numerical code; simple, scrambled, and reversed English sentences; Latin and Chinese phrases; and a lithograph depicting a scene from a familiar fairy tale, rendered in the form of colored geometric shapes. Each child was also asked to write the researcher a message.

For each question, all replies were content-analyzed, and assigned to one or more response-categories. Answers were then identified with the grade and status of each child, and tabulated. For each question, a table displayed responses in all categories. The chi-square technique was employed to compare responses to each question for all groups; that is, to examine differences among the three grades, between good and poor readers at each grade, and between good and poor readers throughout the grades.

Findings indicated that, while children tended to give responses indicating a higher level of abstraction at sixth grade than at lower grades, some concepts of reading were apparently not familiar to even the oldest readers. The category of reading as communication, for instance, received the fewest responses in the three questions where it was even discussed. Almost half the children described reading's importance in terms of its future relevance. It was only at sixth grade that children mentioned that pleasure or entertainment might be a reason for people's reading. Many responses throughout the grades indicated vague or erroneous concepts in the areas about which the children were questioned.

Good readers discussed mental activity, the importance of understanding the material, and readers' active role in the process; poor readers more often discussed being taught (indicating a more passive orientation), and described what the teacher means by a "good reader" in terms of test scores and classroom procedures. Apparently, precisely what the teacher does mean is not clearly understood, since the majority of children in the study made vague, irrelevant, or circular responses to this question.

The findings suggest that children be given more precise feedback about their reading, and that curriculum developers and teachers undertake the direct teaching of underlying concepts about reading, including that of reading as communication. While the findings of this study are in substantial agreement with those of prior studies, this area of child study remains one which is relatively little-explored, despite its crucial importance in the teaching of reading.

USING JUDGMENT DATA IN THE EVALUATION OF VOLUNTEERS IN READING PROGRAMS IN A PUBLIC SCHOOL SETTING
Order No. 7823987

BLUM, Irene Harriet, Ph.D. University of Maryland, 1978. 177pp. Supervisor: Dr. Robert M. Wilson

This study investigated the implementation of a qualitative approach to evaluation to provide information regarding attitudes of school staff (principals and teachers) and volunteers toward volunteer programs. It described the development of an assessment instrument and examined whether the instrument can provide reliable diagnostic information to decision makers about the consistency of perceptions of school staff and volunteers toward volunteer programs in the areas of student attitude and performance, staff utilization, and school/community communication.

The Volunteer Program Evaluation Project Committee (VPEP Committee) elected to develop a questionnaire reflecting the goals, functions, and outcomes of volunteers in reading programs to gather judgment data regarding attitudes of school staff and volunteers toward these programs. VEP, the instrument developed by the author in conjunction with the VPEP Committee was based on input from a variety of sources, all with experience with volunteers in reading programs. Each of the 18 items on VEP was assigned to one of three categories: student attitude and performance, staff utilization, or school/community communication. VEP was administered to a selected sample of 58 schools in five counties of Maryland in the spring of 1977.

To investigate the validity of the instrument educators and citizens involved in volunteers in reading programs were asked to inspect and judge the items on VEP.

In order to determine the extent to which the measures in VEP were generalizable across schools, a generalizability analysis was conducted (Cronbach, 1972) with items and raters identified as the facets sampled.

To determine the extent to which the measures were independent of one another, product-moment correlations of scale scores were computed. In addition, (1) subject scores on each scale; (2) means and standard deviations for each scale; and (3) item means, standard deviations, and product-moment correlations of item scores with scale scores were computed.

Based on the findings and within the limitations of the study the following conclusions are drawn:

1. It is possible to develop a valid instrument to gather judgment data related to school staff's and volunteer's perceptions of volunteers in reading programs.

2. For volunteers in the population sampled, although the contribution to measurement error of inconsistencies of response to items and inconsistencies of perceptions was relatively small, it was not possible to differentiate among schools with VEP because there was little variability in volunteers responses.

3. The instrument does differentiate among schools on all the measures for school staff; therefore, decision makers could gather reliable data using VEP.

4. Since the scale correlations showed significant correlation among the measures, the measures are not independent of one another. Responses to items must be considered individually and in terms of total performance rather than associating performance on a set of items with the area associated with the measures, i.e., student attitude and performance, staff utilization, school/community communication.

It seems appropriate to suggest a need for additional examination of VEP. Using the instrument with a broader sample and supervising the logistics of administration more carefully might yield important information.

An alternative possibility is to explore the use of less formal data gathering techniques for evaluation of volunteers in reading programs.

THE USE OF COMMUNICATION SKILL TRAINING AND MODELING BY COUNSELORS TO ENHANCE READING ATTITUDES OF PRIMARY AGE CHILDREN THROUGH THE TRAINING OF THEIR PARENTS Order No. 7820493

CERVANTES, Hermes T., Ph.D. University of Colorado at Boulder, 1978. 301pp. Director: Professor Gerald W. Lundquist

The Problem

The purpose of this study was to assess the effects of a Parent Training Program on the reading attitudes of parents and children as well as developing the communication skills of the parents when presented to groups of parents and compared to parents who did not participate in the Parent Training Program.

The Sample

The population for this investigation consisted of kindergarten children and their parents in two elementary schools within the Denver Public Schools. One hundred and seven subject dyads volunteered for one of three treatment groups. Fifty pairs participated in the Parent Training Program. Twenty-seven dyads were involved in a home assignment control group, and 30 pairs participated in a no training, no home assignment control group. Analysis of variance, analysis of covariance and Chi-Square tests were used for the statistical analysis.

The Treatment

The parent subjects in the Treatment Group (G1) participated in a structured Parent Training Program for ten consecutive weeks. Each training session contained a communication skill-building activity, modeling and rehearsing of some reading activity plus a discussion of a home assignment.

For the home assignment control group (G2), parent subjects received a picture or story book from the school secretary and were asked to read it or show it to their child subject partner. No other instructions or training were provided.

Parent subjects in the no training, no home assignment control group (G3) received no training, no instructions, no picture books or home assignments. They did receive pre- and post-tests, as did the other two groups.

The Instruments and Treatment of Data

The instruments utilized were: the Reading Attitude Inventory, school library book checkouts, newspaper subscriptions, magazine subscriptions, library card issues, Mastery Tests and a Parent Questionnaire.

Pre-test scores were obtained on the questionnaires, as was the unobtrusive data. Post-test data was gathered for each subject using the same instruments and techniques for the pre-test.

Analysis of variance and analysis of covariance were used to assess the effects of the treatment on the dependent measures, reading attitude and communication skill. A factorial analysis was used which allowed the detection of interaction among treatment, sex and ethnicity.

Chi-Square tests were conducted on the unobtrusive data obtained during the study.

Conclusions

As a result of the statistical analysis of the data yielded by the instruments to test the null hypothesis stated in this study, the following conclusions can be made:

1. The effects of the treatment produced a significant difference at the .001 level between the children's treatment groups as measured by the Reading Attitude Inventory.

2. The effects of the treatment produced a significant difference at the .001 level between the parents' treatment groups as measured by the Parent Questionnaire.

3. The effects of the treatment failed to produce a significant difference on library book checkouts, newspaper subscriptions, magazine subscriptions or public library card issues.

AN INVESTIGATION OF THE ELEMENTARY SCHOOL PRINCIPAL AS THE INSTRUCTIONAL LEADER OF THE READING PROGRAM Order No. 7824132

COX, Billie Sue, Ed.D. East Texas State University, 1978. 142pp. Adviser: Bill Bryant

Purpose of the Study: The purpose of this study was to analyze the involvement of the elementary principal in the school reading program and to determine what teachers felt were effective and ineffective behaviors of the principal in his role as the instructional leader of the reading program. The study was further designed to determine how important the principal felt a certain set of reading competencies were and to what degree he possessed those competencies.

Procedure: The Critical Incident Technique was used to gather data. Reading teachers were asked to record one effective and one ineffective incident of the principal as the leader of the school reading program. Teachers returned a total of 393 incidents which included 208 effective and 185 ineffective behaviors. Through a process of examination and re-examination, the incidents were divided into the following categories: Staff Relations; Reading Curriculum and Instruction; Materials and Equipment; Staff Development and Inservice; Scheduling, Placement and Grouping; Paraprofessional, Support Staff and Parent Utilization; and Active Involvement and Active Support. Verification of the categories was made by a panel of judges.

A second aspect of the study dealt with the principal and his response on a Likert-type scale as to the importance of certain identified competencies of principals as leaders of reading programs and the degree to which he personally felt he possessed the competency. An Adjusted Need Index was used in this study to examine the difference between the competencies that principals ranked as being important and the degree to which they performed or possessed the competency. Five research questions were addressed based on the data collected and analyzed.

Findings: The data presented in this study resulted in the following statements:

1. Teachers reported more effective critical incidents than ineffective incidents.
2. Teachers felt certain acts of the principal in his role as the leader of the reading program are effective. The three most important categories were: providing adequate materials and equipment, providing staff development and inservice and fostering good staff relations.
3. Teachers felt certain acts of the principal in his role as the instructional leader of the reading program are ineffective. The three most significant were: fostering and maintaining poor staff relations, neglecting to provide needed materials and equipment in an efficient manner and being knowledgeable about the reading curriculum and instruction.
4. Principals felt that all twenty-nine reading competencies were more important than their present performance or possession of the competency.
5. Principals felt the most important reading competency was the ability to create a climate in the school which enhances reading instruction.
6. Competency priorities that related to the reading process and program concerned principals while teachers felt the most effective behaviors of the principal were in providing adequate materials and equipment and fostering good staff relations.
7. Six of the seven priority needs as expressed by principals on the Adjusted Need Index related either directly or indirectly to the reading process and/or program. However, teachers felt that the most effective incidents of principals were in providing adequately and efficiently materials and equipment, and providing needed and appropriate staff development and inservice.

Conclusions: The following conclusions were reached as a result of this study:

1. The effectiveness of the reading program depends to a great extent on the leadership of the school principal. Certain reading competencies for the principal are considered necessary in his role as the instructional leader.
2. Training in reading processes, reading programs and supervisory strategies that relate to the reading program are needed by the school principal.
3. The principal's involvement in the school reading program is viewed by teachers as sometimes being effective and sometimes ineffective.
4. Communication between the principal as leader of the reading program and the teacher as the facilitator of the reading program is very important.

THE EFFECT OF DAILY SCHOOL READING BREAKS ON SELECTED ASPECTS OF STUDENTS' READING/REASONING SKILLS AND ATTITUDES TOWARD READING

Order No. 7817374

CRAVEN, Patricia Anne, Ed.D. Temple University, 1978. 248pp.

The purpose of the study was to examine the effect of daily school reading breaks on reading/reasoning skills and on attitudes toward reading. A reading break in this research project was a 25-minute period of sustained silent reading. During this time both students and teachers read in self-selected materials. There was no evaluation connected with the reading process.

The experiment took place in two comparable middle schools in New Castle County, Delaware. It involved a total of 616 subjects and lasted from September 1975 through February 1976. In both schools students in grades five and six received daily directed reading instruction but those in grades seven and eight did not. In the experimental school a daily reading break was added to the existing reading program.

Criterion measures included the speed, accuracy, vocabulary, and comprehension sections of the Gates MacGinitie Reading Tests, Forms D and E; the Craven-Roberge Reasoning Test, a conditional reasoning measure constructed for the purpose of the study; and the Reading Attitude Inventory, an attitude-toward-reading instrument revised for the purpose of this research. For each of these six measures a two-part null hypothesis was stated: (a) "There is no significant difference between the experimental and the control schools (i.e., treatment) in reading (speed, accuracy, vocabulary, comprehension, attitude, or reasoning) as measured by mean (or adjusted mean) scores on the criterion instrument." (b) "There is no significant interaction effect between school/treatment and any other factor (i.e., grade, sex, or level of verbal aptitude) on mean (or adjusted mean) reading (speed, accuracy, vocabulary, comprehension, attitude, or reasoning) scores.

Additional information was collected in the areas of library circulation, the presence of adult reading models, the participants' reactions, and percentage levels of conditional reasoning mastery.

An analysis of covariance on each of the six test criterion measures was done using a 4 x 2 x 2 x 2 (Grade x School/Treatment x Sex x Verbal Aptitude) design with pretest scores serving as the covariate. The library circulation monthly totals that were collected during the year preceding the study were compared with figures kept during the time of the study. Questionnaire responses were presented in percentage form concerning staff and student reaction to the reading breaks per se. Also, percentage tables for each grade, school, and for each level of verbal aptitude were prepared using the conditional reasoning data.

Results of this study indicated that seventh and eighth grade pupils who received no reading instruction seem to experience significantly, $p < .05$, better scores in reading speed, accuracy, vocabulary, and attitude toward reading when they took part in daily 25-minute reading breaks. However, these benefits were accompanied by relatively poorer scores on a standardized comprehension test for the girls and there seemed to be no differences for boys. At the fifth and sixth grade levels, relatively lower scores for the experimental (daily directed reading plus a reading break) students on the Gates subtests were noted. In addition, there seemed to be no advantage for the experimental fifth and sixth graders on either the attitude toward reading inventory or the reasoning measure.

It was also found that 1) participation in a daily school reading break seemed to be a positive factor in the number of books that students took out of the school library; 2) most students and teachers exhibited a positive reaction to participating in daily school reading breaks; 3) most students could recall both parent and teacher reading models; 4) mastery of selected principles of conditional reasoning among subjects supported previous research on the harder but not on the easier principles; and 5) when percentages of mastery were broken down by level of verbal aptitude, the differences that appeared were not always in favor of students of high verbal aptitude.

THE LEADERSHIP STYLE OF THE ELEMENTARY PRINCIPAL AND ITS RELATIONSHIP TO CURRICULUM CHANGE IN READING

Order No. 7820318

DOWNS, Arthur Charles, Jr., Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1978. 250pp. Chairperson: Eleanor C. Delaney

The purpose of the study was to determine the degree of congruence between the leadership style of the elementary principal and curriculum innovative practice as it related to the New Jersey Right to Read Program.

It was predicated on a review of the literature that personality characteristics and interpersonal relationships of both the leader and follower play a vital role in the development of an organizational climate that is conducive to change.

Since leadership and curriculum innovation are complex concepts, this study focused on two dimensions of leadership style that developed from the Ohio State Studies during the early fifties. These factors, frequently referred to in the literature as initiating structure and consideration, were examined as factors that influenced curriculum change.

The study used two Likert-type scaled instruments to test each hypothesis. The independent variable of leadership style was measured by the LBDQ, and the dependent variable of curriculum change in reading was measured by the CESAI.

The LBDQ was administered to teachers in order to determine the leadership style of the principal while the CESAI was administered to the principal and/or Right to Read director of each school in September 1974 and in May 1976 to measure curriculum change in the school's reading program.

The questionnaires were sent to eighty-five Right to Read schools. Each principal, one reading teacher and three teachers completed the questionnaires.

The data collected from two hundred eighty four teachers and seventy one principals (eighty five percent return) were analyzed by a one-way analysis of variance test and a step-wise multiple regression test at the .05 level of significance. The statistical computation between leadership style and curriculum change produced an extremely small F ratio of .027 (P .848) which was not significant at the .05 level and which indicated that there was not a significant relationship between curriculum change and leadership style, hence all hypotheses were rejected. The results of the computation pointed out that the principal's leadership style had little or no effect on curriculum change as it related to reading programs in Right to Read schools.

From the demographic data it was found that there were three variables, years in education, type of school district and sex, that were significantly related to curriculum change, while years in present position, consideration, initiating structure, number of teachers and number of students in school were reported as not significant.

The findings in this study represented only one independent variable, that of leadership style. The data implied that no relationship existed between this variable and curriculum change. It appeared that curriculum innovation was not influenced by leadership alone, but that it may be the result of many situational factors interacting to bring about desired change. Since leadership style alone did not appear to effect curriculum change, researchers must look to other variables which, together with leadership, could be influential and effective in bringing about desirable innovative practices.

THE STATUS OF WORDLESS PICTURE BOOKS, 1960–1976

Order No. 7817352

GRASTY, Patricia Elaine, Ed.D. Temple University, 1978. 124pp.

The purpose of this study was to determine the characteristics of mechanics and content in wordless picture books published between 1960 and 1976. The major areas investigated were: (1) mechanics, (2) content of background items, (3) patterns in mechanics and content and (4) trends in the publication of wordless picture books in the field of children's literature.

Procedures

A list of 163 wordless picture books was compiled from eight published sources. For the investigation, six local library systems were used and two in New York City (the Donnell Children's Collection and Children's Book Council, Inc.).

Forty-eight books were unavailable from sources investigated, leaving 115 books for analysis. Twenty-eight books were rejected as not meeting criteria for the study. Therefore the total research sample was 87 wordless picture books. The books were grouped into two categories: (1) fiction wordless picture books and (2) concept wordless picture books. The books were further grouped into two time periods: 1960–1968 and 1969–1976.

Three major categories were investigated in order to differentiate and describe the characteristics of mechanics, content, and patterns and trends. In this study, wordless picture books had to present stories or concepts without words, whereas many variant definitions of the term, wordless, appear in the literature.

Three coding instruments were devised to record the frequency of the presence of items related to mechanics and content and the type of analysis used. A pilot study was constructed to field test the instruments. These instruments included subcategories of the major categories which were derived from the questions posed and based on the content analyzed.

Conclusions

The major conclusions of the study were:

(1) Fiction wordless picture books are the major category, in terms of number of titles, of wordless picture books.

(2) Wordless picture books seem to be a focus of select publishing houses and certain authors who appear to have a commitment to this type of book.

(3) The number of wordless picture books published seems to establish this as a distinct category of trade books for children.

(4) Authors of this category of children's books are predominantly male, with female authors on the increase.

(5) Wordless picture books offer a complete range of styles of illustration.

(6) Concept wordless picture books cover a number of diverse concepts.

(7) In fiction wordless picture books, main characters are usually (1) animals and (2) children.

(8) Fiction wordless picture books reflect portrayals of Anglo-White characters while there is an increase in the number of other ethnic group portrayals.

(9) Fiction wordless picture books stress the portrayal of male characters, child and adult.

(10) Wordless picture books seem, on some occasions, to be speaking to an audience beyond young children.

(11) There was a considerable increase in the publication of wordless picture books in the later period, 1969–1976, versus the earlier period, 1960–1968.

THE EFFECT OF PICTURES ON READING COMPREHENSION

Order No. 7821018

HARING, Marilyn Joan, Ph.D. Arizona State University, 1978. 100pp.

Pictorial facilitation of reading comprehension was investigated with 150 fourth and sixth graders in a 2 (grade) X 3 (picture presentation) X 2 (recall) design. A 360-word story was analyzed into a hierarchical structure and its content was divided into higher structure (important detail) and lower structure (less important detail). Subjects read the story accompanied by illustrations of the higher structure only, or accompanied by illustrations of the higher and lower structures, or without illustrations. All subjects engaged in written free recall immediately and 5 days later. Free recall was analyzed for recall of high and low structures. Analysis by MANOVA revealed pictorial facilitation of immediate and delayed recall of high structure, $p < .01$. Hypothesized interactions were not supported.

A STUDY TO INVESTIGATE THE EFFECTS OF AUTOMATIC LEVEL WORD RECOGNITION TRAINING ON ORAL READING ACHIEVEMENT IN SECOND GRADERS

Order No. 7823271

HICKMAN, Faith Marie, Ed.D. University of Arkansas, 1978. 104pp. Major Professor: Dr. Larry Greathouse

THE PROBLEM

The problem of this study was to determine if automatic level training in recognizing relevant words was more effective in improving oral reading achievement than accuracy level training in recognizing relevant words.

The question to be answered by this study was the following: Will the experimental subjects who practiced orally responding to relevant words at a 1/25th second flashed exposure for ten minutes daily perform better on a standardized oral reading test of accuracy, comprehension and rate than the control subjects who practiced orally responding to relevant words at a 2 second exposure duration for ten minutes of daily practice?

The following hypotheses related to the effectiveness of automatic word perception training for second graders were considered:

1. There will be no significant difference in the mean gain scores achieved by the experimental group and the control group subjects on the Accuracy score measure of the Gilmore Oral Reading Test.
2. There will be no significant difference in the mean gain scores achieved by the experimental group and the control group subjects on the Comprehension score of the Gilmore Oral Reading Test.
3. There will be no significant difference in the mean gain scores achieved by the experimental group and the control group on the Rate Score measure of the Gilmore Oral Reading Test.

DESIGN AND PROCEDURES

The data in this study were obtained from the results of tests administered to fifty-one second grade subjects within three self-contained classrooms of two schools in the Springdale Public Schools of Springdale, Arkansas.

Both the experimental and the control subjects were individually administered pre-tests and post-tests which consisted of alternate Forms C and D of the Gilmore Oral Reading Test. This test measured oral reading Accuracy, Comprehension and Rate.

The t-test for independent samples was computed on the mean gain scores in Comprehension, Accuracy and Rate. This test was used for comparing the reading achievement gains of the experimental group with the control group. For determining whether the gains were made by the experimental and the control group were significant gains the t-test for dependent samples was computed on each of the group's mean pre-test and mean post-test gain difference in the three areas of Comprehension, Accuracy and Rate.

RESULTF AND RECOMMENDATIONS

As a result of the analysis of the data the experimental group subjects were found to have earned significantly higher oral reading achievement scores than the control group on two of three oral reading measures – Comprehension and Accuracy. On Rate, the third area of oral reading achievement measurement, the experimental group achieved greater gains than the control group, but the difference between the mean gains made by the group was not significant. Therefore, the first two of the hypotheses was rejected, and the third hypothesis was accepted.

It can be concluded that the automatic level training in rapid word recognition did have a considerable effect on increasing reading achievement in the areas of oral reading Accuracy and Comprehension. On the third measure of Rate, it is concluded that both automaticity and accuracy level training are effective in increasing oral reading Rate. Although the experimental group subjects earned higher mean gain Rate scores than the control group, the difference was not significant.

Not included in the content of the hypotheses was a subsidiary finding from the results of the study's data. This finding was that the reading achievement gains in all three of the areas of Comprehension, Accuracy and Rate were significant gains for both the experimental and the control groups. It can be concluded that both levels of automatic level and accuracy level training in word recognition were beneficial to the second grade students participating in the study by increasing oral reading achievement to significant gains in the areas of Comprehension, Accuracy and Rate.

It is recommended that other automatic word recognition investigations be conducted with students at levels other than the second grade so that these findings can also be channeled into appropriate sources to further improve the teaching of reading. Also, studies controlling the number of repetitions and investigations of automaticity training with longer time duration periods would reveal the trial number factor and the long term effects of automatic level training in rapid word recognition on oral reading achievement. In addition, a suggestion for areas other than reading would be to conduct investigation studies in the training of automatic level word recognition with the special vocabulary in content areas such as social studies, math, science and spelling.

A STUDY OF THE EFFECT OF THE EXEMPLARY CENTER FOR READING INSTRUCTION PROGRAM ON READING SCORES

Order No. 7818532

HICKMAN, Lester Ansley, Ed.D. The University of Toledo, 1978. 159pp.

Purpose of the Study

The purpose of this study was an evaluation of the effectiveness of the Exemplary Center for Reading Instruction (ECRI) program in the East Liverpool City School District during the 1976-77 school year. The ECRI is an in-service training program consisting of sixty hours of training using materials developed by a Federal Grant under Title III Section 306 of the Elementary Secondary Education Act. Under this act a project entitled Project to Improve Reading Performance in Utah Elementary Schools was developed by ECRI, Salt Lake City, Utah.

Procedures

The students' scores in the classes of four fifth grade teachers who were participants in the program and labeled the experimental group were compared with a control group consisting of seven other fifth grade classes in the East Liverpool Public Schools. The experimental group consisted of ninety-one students and the control group had one hundred seventy students. The SRA Achievement Series (ACH) was used as the evaluation instrument. Mean scores of each group were determined and a t-test was used to determine if a significant difference did exist between the control and experimental groups in vocabulary, comprehension, total reading, and language arts.

Findings

The experimental group made more progress than the control group in comprehension, total reading, and language arts. The difference was significant at the .05 level and the .01 level of confidence. There was no significant difference in vocabulary at the .05 level between the two groups.

Conclusions

From the statistical data it can be concluded that in reading the ECRI techniques used with the Houghton Mifflin reading materials are more effective than the sole use of the Houghton Mifflin reading materials. Further, in language arts it can be concluded that the ECRI techniques used with the Scott Foresman language materials and the Harcourt, Brace, and World spelling book are more effective than the sole use of these materials.

THE ABILITY OF KINDERGARTEN CHILDREN TO ANALYZE 2-PHONEME WORDS Order No. 7822058

KATTKE, Meredith Lynn, Ed.D. Columbia University Teachers College, 1978. 80pp. Sponsor: Professor Joanna Williams

Statement of the Problem

A correlational relationship between auditory phonemic analysis and reading has been frequently documented. Various methods of training the skill have been tested and accompanied by the proposal that such training be incorporated into prereading instruction. The purpose of this study was to evaluate methodological questions relative to the teaching of phonemic analysis to kindergarten students. The study asked:

1) Does the use of nonsense words aid in the acquisition of auditory phonemic analysis skills?

While it has been shown that nonsense material facilitates learning to identify and reproduce selected sounds in spoken words, no study has addressed itself to the issue with respect to other, more commonly used auditory analysis tasks.

2) Does the limiting of phonemic content and spelling pattern facilitate initial analysis learning and subsequent performance on items that include unlimited phonemic content and varied spelling patterns?

3) Are vowel-consonant (VC) combinations or consonant-vowel (CV) combinations easier to analyze?

Procedure

The experimental task involved total phoneme analysis. When presented with a word (e.g., it), the subject was required to give each phoneme separately in the order in which it appeared in the word. Only two-phoneme words were used. The presentation of each word was accompanied by a diagram composed of two adjoining squares, which represented the word and its component phonemes.

One hundred kindergarten subjects were randomly assigned to one of five treatments. All groups performed two tasks, the first of which varied across groups and the second of which was the same for all groups. In the first task, subjects received either real or nonsense words, and either restricted or unrestricted content. Restricted content referred to both component phonemes and spelling pattern. In this condition, only CV words were used, and the vowel was held constant for ten consecutive items, e.g., /ro/, /so/, /go/. Those groups with restricted content received both CV and VC words composed of random phonemes. A control group received a picture-matching task. The second task included both nonsense and real CV and VC words of unrestricted phonemic content.

Results

The findings were:

1) Real and nonsense words were equally effective in developing auditory phonemic analysis.

2) Training that consisted of unlimited phonemes presented in words of both CV and VC patterns proved more effective than limiting the phonemic content of training words and presenting them in a single spelling pattern (CV).

3) The comparison of CV and VC combinations was confounded by the effect of the examiners' recorded responses on VC items that included diphthongs. When these items were excluded from the analysis, no difference was found between the remaining VC long and short vowel words and the CV items.

Conclusions

The results corroborate previous findings that kindergarten-age children can learn auditory analysis when task requirements include oral specification of phonemes in the normal word order. With several procedural questions resolved, the main thrust of future research should focus on the effects of pre-reading analysis training on subsequent reading achievement. Such evaluation should include code-breaking as well as meaning-emphasis instruction. The evaluation of analytic training upon vowel difficulties in reading is needed, and the generalizations of these findings should be assessed with normal pre-readers and with learning-disabled and remedial students of various ages.

AN INVESTIGATION OF THREE COMPREHENSION MODELS IN READING

Order No. 7830742

LYNCH, Ronald Eugene, Ph.D. University of Washington, 1978. 130pp. Chairperson: Professor Sam Sebesta

The purposes of this study were to determine if application of any of three models of reading comprehension (the isolated skills model, the hierarchical skills model, or the global model) would demonstrate greater achievement in reading comprehension as indicated by gain scores on a standardized reading achievement test; to determine whether any of the three models demonstrated higher attitudes toward reading; and to determine if a difference in scores based upon age differences indicates that one reading comprehension model works more effectively with one age group than it does with another.

The data collected were obtained through the use of an experimental situation involving seventy-four subjects, grades four through six. These subjects were divided into three treatment groups on the basis of standardized reading test scores, age, and sex. Forty-minute daily lessons were taught over a period of twelve weeks. Each of the three groups was divided into three sub-groups and given treatment implementing one of the three models. There were three sub-groups receiving concentrated instruction through the application of techniques indicated by the isolated skills model, three sub-groups receiving concentrated instruction consisting of techniques indicated by the hierarchical skills model, and three sub-groups receiving concentrated instruction consisting of techniques indicated by the global model. In addition, a control group of ninety-three subjects, assumed to be equivalent to those of the experimental groups, was designated. Results were measured by pre- and post-test administration of the Stanford Achievement Test, Level I, 1973, and an adapted Estes Attitude Scale.

The raw data were collected and analyzed through the use of a split plot design for the analysis of variance which demonstrated repeated measures on subjects. Also, a one-way analysis of variance test and a Tukey HSD (honestly significant difference) test were applied to the attitude data.

Findings revealed that all groups, including the control group, attained achievement gains, significant at the .05 level on the standardized test, which in this study, represented the pragmatic definition of reading comprehension. There were no significant differences in achievement gains among experimental groups. It was noted, however, that greater gains were achieved for the isolated skills and the global model applications than for the control and hierarchical skills applications. Attitude results indicated significantly higher scores at the .05 level on this variable, from which one would infer more positive attitudes for subjects receiving global model treatment as compared with other treatments used in the study. It was shown that age was not a significant factor.

It was concluded that, on the basis of this study, there appears to be no legitimate reason for stating that any one of the three models of comprehension is the best basis for the teaching of reading comprehension. However, the strategies derived from the global model might be credited with generating positive attitudes toward reading.

The implications of this study seemed to diminish the importance of the controversy regarding optimum models for describing and teaching reading comprehension. The suggestion that efforts to promote reading comprehension should not be confined to model differentiation was offered. However, the global model is credited with establishing higher attitudes toward reading when compared with the alternative models.

YOUNG CHILDREN'S ACQUISITION OF SELECTED CONCEPTS RELATED TO ART, READING READINESS AND MATHEMATICS THROUGH ART EXPERIENCES

Order No. 7822186

MANET, Cynthia Monique, Ph.D. The Florida State University, 1978. 164pp. Major Professor: Dr. Nancy J. Douglas

The purpose of this study was to determine whether concepts related to art, reading readiness and mathematics could be taught to three and five-year-old children through art experiences and whether there would be an observable difference and progressive change in the art products.

Concepts identified by professionals were described and identified as the children viewed and talked about the art prints and the collage they were constructing.

Eight private, middle class day care centers in Leon County, Florida were randomly selected to participate in this study. From these schools, 29 three-year-old and 30 five-year-old children were randomly selected as subjects.

Two instruments were designed by the investigator. One measured concept acquisition and one rated the collages and their changes over the four sessions.

A list of concepts was presented to one professor and three graduate students in each area of: Art Education, Language Arts, and Mathematics Education, with a request that those concepts in their area, applicable to preschool and kindergarten children be underlined. Early Childhood graduate students also submitted a list for cross validation. Concepts identified by three out of four were selected and were validated in a reliability study with four-year-old children. A final list of twelve concepts was obtained by deletion of easy and ambiguous concepts.

In this study pre and posttests were administered. At each of four treatment sessions for the experimental group, concepts were presented. A reproduction of an abstract painting, having salient concepts for that session was presented as a stimulus.

These concepts were identified and described in the prints as they worked on the construction of collage from precut paper in differing colors and shapes. The control groups were given the same art materials but no treatments.

Data revealed statistical significance for both ages in favor of the experimental groups in the acquisition of the concepts.

No significant difference was found in the control groups on the pre/posttest comparison in acquisition of the concepts. Both five-year-old groups of children did significantly better on the posttest than either of the three-year-old groups.

Collage scores were judged on the art criteria of: focus, unity and direction. Data indicated that both experimental groups as a whole were above both control groups as a whole after the final treatment. The three-year-old experimental group scored higher than both the three and five-year-old control groups. Scores for both experimental groups increased as the treatment sessions progressed. Three-year-old control subjects lost points while five-year-old control subjects gained in the beginning but leveled on the last three sessions.

In this study where concepts were presented within context of the art experience, acquisition was accomplished. The art experiences were viable media for concept acquisition. The children's art products also improved as they mastered them. Further research is recommended.

A COMPARISON OF BEGINNING READING STUDENTS' RECOGNITION OF WORDS PRINTED ONLY IN UPPER CASE LETTERS TO WORDS PRINTED IN TRADITIONAL ORTHOGRAPHY

Order No. 7820445

MANN, Harlan Edward, Ed.D. Drake University, 1978. 85pp. Adviser: Dr. Edward E. Hakanson

The Problem. Research indicates that beginning reading students can learn the letters of the upper case English alphabet quicker and at an earlier age than the lower case English alphabet. This study was designed to teach up to ten words printed in upper case letters and up to ten words printed in traditional orthography to beginning reading students to determine in which format the learners would benefit in word recognition.

Procedures. Twelve students were selected from each of three elementary schools representing three different socio-economic levels in a midwestern metropolitan area. Subjects were selected in a stratified random sample with half being boys and half girls. One-half the boys and one half the girls were in the higher expectancy range and half were in the average or lower expectancy range. The expectancy range was determined from the student percentile scores on the Metropolitan Reading Readiness Test. The students in the higher expectancy range scored at or above the 90th percentile while the average or lower expectancy range students scored between the 40th and 70th percentile range.

There were ten instructional sessions of thirty minutes each, conducted by reading specialists where up to ten unknown words printed in upper case letters and up to ten unknown words printed in traditional orthography were taught to the subjects.

Findings. Although subjects did recognize more words printed in upper case letters on both the immediate and the delayed post-test, the difference was not significant. On the immediate post-test girls recognized slightly more words than boys while on the delayed post-test boys recognized slightly more words than girls. In neither case was the difference significant. Students in the higher expectancy range recognized significantly more words in both orthographies than students in the average or lower expectancy range. Students in the higher expectancy range recognized slightly more words in traditional orthography while students in the average or lower expectancy range recognized slightly more words printed in upper case letters.

Conclusions. There is no apparent advantage in using upper case letters for beginning reading instruction. Boys, girls, and students in the higher or lower expectancy range did not perform significantly better in any one orthography. The results of this study showed a slight advantage in word recognition for words printed only in upper case letters compared to recognition of words printed in traditional orthography. The advantage was not statistically significant. On the basis of the data in this study, there is not enough advantage in word recognition to justify the trouble and expense of converting reading material from being printed in traditional orthography to being printed in only upper case letters.

Recommendations. If similar studies were to be undertaken, there should be an increase (1) in the number of words in the instructional vocabulary; (2) in the number of instructional sessions.

Subjects in this study were all identified by the regular classroom teacher as not yet reading. However, the high number of words recognized by the subjects in the pre-screening phase would indicate that an improved method should be found so teachers may more readily identify students having a large number of words in their reading vocabulary.

The study found boys retained the recognition of a larger percentage of words on the delayed post-test than did girls. Other studies might be undertaken to determine if this finding is unique to this study.

A PSYCHOLINGUISTIC ANALYSIS OF THE ORAL READING MISCUES OF FIRST GRADE CHILDREN MADE DURING GUIDED AND UNGUIDED READING ACTIVITIES

Order No. 7818040

PRATT, Linda Gendron, Ed.D. University of Massachusetts, 1978. 195pp. Director: Dr. Rudine Sims

Although an appreciable amount of research has delved into numerous theoretical and practical problems relating to reading, investigators have yet to study the interaction of the Guided Reading Activity and the reading process as conceptualized in various psycholinguistic models. Because the Guided Reading Activity (GRA) is an instructional procedure frequently used by elementary teachers, questions concerning its appropriateness and effectiveness in teaching beginning readers are especially pertinent and require a critical and thorough analysis.

In this research investigation, the Guided Reading Activity was compared to the Unguided Reading Activity (URA) with respect to their effect(s) on the reading process as reflected in the oral reading miscues, reading strategies, and comprehension of beginning readers. Underlying this comparison were three null hypotheses: (1) The GRA and URA treatment groups do not differ significantly on reading miscue inventory (RMI) subscores, on retelling subscores, and on a cloze test score, (2) Males and females do not differ significantly on either the RMI and retelling subscores or the cloze score, and (3) There is no significant treatment-sex interaction on either the RMI and retelling subscores or the cloze score. RMI subscores provided insight into the reading process by allowing a psycholinguistic analysis of the reading strategies of GRA and URA readers. Retelling and cloze scores served as indices of reading comprehension.

The research design selected to test these null hypotheses was a completely crossed, two factor, multivariate analysis of variance with all effects fixed. Treatment and sex were the two factors. Step-down F tests were also carried out to help interpret the results. Data pertaining to nonhypothesized findings, such as the frequency of miscues, were tested by either one-or two-way univariate analyses of variance.

The sample of beginning readers consisted of twenty-four first graders enrolled in the Public School System in Amherst, Massachusetts. After dividing the sample equally into two groups based on sex, the subjects in each group were rank ordered in pairs according to reading ability, which varied from average to high average. Finally, each member of a matched pair was randomly assigned to two treatment groups.

Each subject individually read and recounted orally a complete story and then took a cloze test. The members of one treatment group read in the context of a GRA, and the others read as part of an URA. During the GRA, each subject was interrupted by standardized content questions. In the URA, each child read uninterruptedly.

All three null hypotheses were accepted because no significant differences were found (1) between the GRA and URA groups, (2) between males and females, and (3) among the four treatment-sex subgroups with respect to RMI and retelling subscores, and to the cloze score. Statistically significant differences traceable to treatment or sex also failed to emerge in relation to the frequency or types of miscues committed. Reading proficiency, however, was found to be the most important factor determining the quality and quantity of miscues as well as the underlying reading strategy(ies) a reader employed.

The results of this study tentatively indicate that the GRA has little, if any, effect on either the reading process, its associated reading strategies, or the comprehension of beginning readers of at least average reading ability. The syntactic, semantic, and grapho-phonic cues inherent in a story coupled with a reader's own psycholinguistic sense and personal experiences proved to be sufficient for good reading comprehension. The extra cues furnished by guided reading questions, however, appeared to be superfluous and largely ineffective in improving comprehension. If substantiated by future research, the absence of a clear-cut advantage in favor of the GRA would argue for a shift in emphasis towards unguided reading by which a child actively develops proficient, independent, and lasting strategies.

A PLAN FOR THE DEVELOPMENT OF A READING DIAGNOSTIC TREATMENT CENTER WITH IMPLICATIONS FOR THE BIRMINGHAM PUBLIC SCHOOL SYSTEM

Order No. 7818903

STRONG, Ruth Mitchell, Ed.D. The University of Alabama, 1977. 250pp.

The purpose of this study was to develop plans for a Reading Diagnostic Treatment Center with implications for an urban school district. The Center, as planned, was designed to diagnose, prescribe, and treat the severe problems experienced by disabled readers through the interfacing with other pupil support programs in a multidiscipline approach to the delivery of services. The data used in developing this plan were gathered through on site visits to reading centers in other school districts, personal and telephone interviews, correspondence with clinic directors, attendance at reading conferences and conventions, and research of the literature. A concerted effort was made to trace the origin of reading centers and to present a documented, comprehensive chronology of their historical development, current trends and practices, and their use as a point of departure for the planning effort. Specific plans are outlined incorporating the planning procedure with a presentation of a complete delivery system for reading instruction. The Reading Diagnostic Treatment Center presented in this study, provided for interdisciplinary strategies to be used in resolving the reading problems of children referred for clinical analysis. It is designed to complement and augment the existing comprehensive reading program.

The recommendations that evolved from this study were with regard to staff needs, facilities, materials and equipment, client selection procedures, and delivery of services. The Reading Diagnostic Treatment Center should have a basic staff consisting of a director, reading diagnosticians, a psychologist, reading laboratory teachers, advisory council acting as liaison, should include school nurses, school social workers, guidance counselors, and psychiatrists as needed.

Space should be appropriately modified, according to the plans submitted in this study, and made available for diagnoses. Treatment should take place within the school environment in reading laboratories.

The professional diagnostic staff would assume responsibility for procurement of materials needed for diagnostic purposes. Basic materials for remediation are already in the schools and would not necessarily involve new materials. Revision of the system for cross referencing these materials may be necessary. The procedure for selecting clients would be instruction based, with initial screening taking place within the classroom. The classroom teacher would make referrals to the local reading laboratory teacher. After all efforts to remediate have failed, the student would be referred to the Center for indepth diagnosis.

Parents or a parent designated adult would take full responsibility for accompanying the child to the diagnostic facility and returning him to the school. A complete casing would be followed by the writing of prescriptions that would be interpreted to the appropriate tutorial program teacher, principal, and parents. Follow-up procedures would be carried out by the basic and auxiliary staffs.

Implications derived from this study include the added dimension needed for more indepth action research and an improved instructional program through an interdepartmental, interdisciplinary thrust. The instruction based referral system has built in staff development qualities that are significant for an urban school district.

KINDERGARTEN AND FIRST GRADE CHILDREN'S UNDERSTANDING OF SELECTED PRINCIPLES OF WRITTEN LANGUAGE

Order No. 7823690

TOMPKINS, Caroline, Ed.D. Harvard University, 1978. 152pp.

The major purpose of the study was to investigate kindergarten and first grade children's understandings of nine selected principles underlying written language. The first four principles (Passage/Message Group) referred to the manner in which writing records a specific message, maintains it over time and distance, and corresponds appropriately to the length and sequence of the message. Five additional principles (Graphic/Sound Group) referred to correspondence of graphic and sound length in words, phoneme segmentation concepts, representation of sequential word sounds in spelling, contrasts in spellings of different words, and similarities in sounds of graphically similar words.

In their preschool experiences with written language, children begin to form hypotheses about letters, words, and stories, and in beginning instruction in reading and writing they encounter material presented and structured in particular ways. Teachers may fail to consider the nature or the level of the ideas children already have about reading and writing, taking for granted understandings not yet developed and ignoring others on which further learning could be based. Therefore, it is worthwhile to compare the levels of such understanding for kindergarteners and first graders, to look at their relation to reading instruction, to examine evidence of order in their development, and to analyze relationships between children's understanding of the principles and their scores on a standardized reading test.

Procedures. A set of tasks and questions was designed and presented in individual interviews to 12 kindergarteners and 12 first graders in the sixth month of the school year. The subjects attended two schools in middle and upper-middle class communities. The kindergarteners were all prereaders, while all first graders were beginning to read.

Understandings of the Passage/Message principles were studied through the children's responses to questions about stories they dictated and which were transcribed by the examiner. Understandings of the Graphic/Sound principles were investigated by means of two tasks requiring judgments about printed words, one requiring segmentation of words into phonemes, and one of using plastic letters to spell words. The Metropolitan Achievement Test, Primer Level, Reading subtest, was administered to all children, and the Gray Oral Reading Test was given to the first graders.

Findings. While all children understood that written passages referred specifically to the stories they had dictated, first graders demonstrated clearer understandings than did kindergarteners of the other principles of correspondence between passage and message, in particular showing greater awareness of the print as carrier of the message. The first graders in a phonics-emphasis reading program tended to apply a letters-and-sounds analysis to their reading of transcriptions of their dictated stories, while those in a language experience/literature program approached this reading as a reconstruction of the message.

First graders also performed better than kindergarteners on the tasks relating to correspondence of graphic with sound elements of words. Several distinct stages were identified in kindergarteners' spellings. Differences in instructional emphasis seemed to affect first graders' concepts about spelling.

Understanding of sequential correspondence of passage to message and of passage constancy over time and distance preceded understanding of correspondence of passage length to the words in the message. Understanding of using spelling contrasts to mark contrasts between words preceded ability to represent word sounds in sequence, which in turn preceded the ability to segment words into phonemes.

Children's scores on the Metropolitan Achievement Test were highly correlated with a summary variable that represented the Graphic/Sound principles.

DEVELOPING A STRATEGY FOR ANALYZING SEX ROLE STEREOTYPING IN READING SKILLS MATERIALS

Order No. 7820387

VILLANUEVA, Yvonne, Ed.D. University of Massachusetts, 1978. 147pp. Director: Professor Sheryl Riechmann

The purpose of this study is to develop a set of questions or a framework to help in the analysis of sex role stereotypes in reading skills materials in Spanish America using Venezuela as a case study.

The emphasis of the study is on the process used to arrive at the final set of questions rather than the results obtained by their application to selected Venezuelan books. Because of this, the results obtained are not to be generalized to any other but the books used in the study.

After a review of the appropriate literature, several attempts were made to design the framework using as a basis studies done in the United States. The majority of those studies used traits or appropriate norms of behavior as a basis. Those attempts were considered too difficult and inappropriate for use in Spanish America because of cultural and language differences.

The final design of the framework is divided into three parts: bibliographic information, individuals in the illustrations and the portrayal of society in the narrative. The researcher used this framework to analyze five primary school books from Venezuela and determine if the results obtained showed evidence of sex role stereotyping. After the results were presented and discussed, conclusions were reached as to the usefulness of the analysis framework.

The next step was to test the design by having an outside rater apply it to three of the books used by the researcher. The differences between the results obtained by the rater and those obtained by the researcher are discussed and analyzed at length. Basically, the ratings were alike and the questions were considered to be easy to work with and adaptable, with minor alterations, for use in other Spanish American countries.

The study ends with a discussion of the specific issues related to possible ways to expand this process by formulating questions keyed to specific areas such as economic participation, family portrayal, et cetera. A number of classroom intervention strategies are given to help people using this process to deal with the sex role bias at different levels in the educational system. Suggestions for further areas of research are also included.

TEACHER KNOWLEDGE OF READING AND STUDENT ACHIEVEMENT: AT THE SECOND, THIRD, AND SIXTH GRADE LEVELS

Order No. 7823410

WAGNER, Richard Carl, Ed.D. Brigham Young University, 1978. 44pp. Chairman: James W. Dunn

The purpose of this study was to analyze the relationship that existed between teachers' knowledge of reading and (1) student growth scores in reading achievement and (2) the placement of teachers in grade level teaching assignment.

The hypotheses stated that there would be no significant differences in the knowledge of reading of teachers assigned to teach second, third, or sixth grades, nor the teacher's knowledge of reading and student growth scores in reading achievement.

From a possible score of ninety-seven, the range of teacher scores was forty-eight to seventy-six. However, these differences were not significant in relationship with grade assignment or student growth scores.

THE EFFECTS OF ADJACENT-TO-TEXT ACTIVITIES ON THE DEVELOPMENT OF READING COMPREHENSION SKILLS AND ON THE COMPREHENSION OF TEXT CONTENT

Order No. 7817135

WILKIE, Eve Battiste, Ph.D. The University of Wisconsin-Madison, 1978. 387pp. Supervisor: Professor Wayne Otto

The major purpose of this study was to determine whether a set of expository passages designed with adjacent-to-text activities (a type of adjunct aid) would facilitate the learning of reading comprehension skills concurrent with improving the comprehension of the text content. A second purpose was to determine whether written feedback would increase the effectiveness of adjacent-to-text activities. Other variables examined in testing the effectiveness of the technique were reading ability, prior knowledge, and skill application without the assistance of adjacent-to-text activities.

Good, average, and poor readers in a combination fifth-sixth grade classroom were randomly assigned to one of three groups. The treatment materials were designed by the investigator and include expository passages, adjacent-to-text activities, and answer keys to accompany the activities. The activities were designed to develop the Level E skills identified for the Wisconsin Design for Reading Skill Development: Comprehension (1977). Each activity was placed next to relevant text in a passage, indicated by a line marker in the text margin and a number corresponding to the number of the activity. Activities direct readers to read a short explanation of a specific skill, draw a picture to enhance or demonstrate understanding of a skill applied in text, or questions. During the 14.5 hours spent in treatment sessions, one group (ACTIVITIES) used adjacent-to-text activities while reading the text, a second group (FEEDBACK) checked their responses to the adjacent-to-text activities with answer keys, and a third, or control group (READ) read the text but did not receive adjacent-to-text activities. Upon the completion of each of the four sections of the treatment materials the students were administered an experimenter designed multiple choice test of text content comprehension. A test of skill development was administered during the final three days. This test consisted of four selected tests of the Level E, Wisconsin Tests of Reading Skill Development: Comprehension (1977), forms P and Q.

Results of analysis of variance of students' correct responses on the test of skill development indicated that there was no significant difference between the average mean score of the two treatment groups (ACTIVITIES and FEEDBACK) and the mean score of the READ control group. From an analysis of covariance, there was a significant difference ($p < .0533$) between the average mean score of the two treatment groups and the control group on the measure of text content comprehension in the predicted direction favoring the treatment groups. There were no significant differences in the mean scores of the ACTIVITIES and FEEDBACK groups on either the measure of skill development or on the measure of text content comprehension. Mean percentages of correct responses on the measures of skill development indicated that the use of adjacent-to-text activities with or without feedback was no better or worse for good or for poor readers. However, good readers who used adjacent-to-text activities without feedback were superior to good readers in the other two groups on the measure of text content comprehension. The text comprehension scores of readers with above and below the mean scores on a measure of prior knowledge who used adjacent-to-text activities were superior to those in the control group. There was no evidence of the application of skills to incidental text without the direction of adjacent-to-text activities.

The major conclusion from the study was that although there was no evidence of skill development, the significant result of the comparison of group means on the measure of text content comprehension suggests that the adjacent-to-text activities appear to function to direct readers' attention to relevant text inducing more active and thorough text processing. For this reason, research on the feasibility of the use of an adjunct aid format to improve readers' skills should continue.

TWO INSTRUCTIONAL STRATEGIES FOR READING COMPREHENSION EMPLOYING THE CLOZE PROCEDURE

Order No. 7819235

YELLIN, David, Ph.D. Arizona State University, 1978. 89pp.

The purpose of this study was to investigate and compare two instructional strategies for teaching reading comprehension using the cloze procedure. The Product Approach considered only one correct answer for each cloze blank. The Process Approach considered a variety of answers relative to small group discussions of the cloze blanks.

One hundred and four fifth graders from three schools in the Mesa Elementary School District in Mesa, Arizona comprised the sample in this study. All of the subjects were administered the reading comprehension subtest of the Gates-MacGinitie Reading Test, Survey D (1965), a 50 item cloze pretest and a 50 item cloze posttest.

Accumulated data of the study were examined by means of analysis of covariance. The level of significance chosen for interpretation of the analysis was .05.

The statistical analysis of the data resulted in the following findings:

(1) No statistically significant differences were found between the Product Approach group and the Process Approach group in terms of reading comprehension performance as measured by the cloze procedure.

(2) No statistically significant differences were found between high, average, and low readers taught by a Product Approach and high, average, and low readers taught by a Process Approach.

(3) Posttest measures did not reveal significantly higher cloze scores for those students involved in small group discussions compared with students who worked individually and silently on cloze exercises.

The results of this study and the conclusions based upon those results led to a number of recommendations for further research. Among these were a replication of the study with cloze posttests scored for acceptable synonyms as well as exact response and a study combining the Product Approach and Process Approach into a single instructional strategy.

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